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ABSTRACT

This document presents a report from the Second National Conference of Values Education. It begins with a brief statement summarizing the conference proceedings. The entire conference program is included. Also included is the transcript of "Moral Education Makes a Comeback," a program held a few days after the conference ended. A resolution on values education drafted by conference participants to encourage further action by conference participants, state and national organizations, and the general public is provided. Recommendations for further action by conference participants are given, which includes a section on how state and local school districts can pursue values education initiatives. Also included is a draft bulletin, "Taking the Next Steps: Implementing Values Education Policies and Programs," which is being prepared to answer some common questions about values education and to offer some suggestions for pursuing values education initiatives. The bulletin contains an introduction, answers to questions about values education, a section on working toward consensus on values education, a values inventory matrix, a bibliography of materials on values education, a list of sources of information on values education programs, and an evaluation form. (NB)

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Conference Report

FOUNDATIONS For Our Future:

Values, Youth and Our Schools

Second National Conference on Values Education

October 23 - 25, 1989

The University of the State of New York
The State Education Department
Albany, New York

CG 022580

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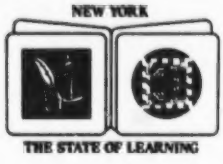
CONFERENCE REPORT

FOUNDATIONS
For Our Future
Values, Youth, and Our Schools

Second National Conference on Values Education

OCTOBER 23-25, 1989



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THE STATE EDUCATION DEPARTMENT
Albany, New York 12234

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CONFERENCE REPORT

FOUNDATIONS
For Our Future
Values, Youth, and Our Schools

Second National Conference on Values Education

OCTOBER 23-25, 1989

The Board of Regents, State Education Department, and several state and national education associations sponsored a second national conference on teaching values. The conference, "Foundations for Our Future: Values, Youth, and Our Schools" was held October 23-25 at the Sagamore Hotel and Conference Center, Bolton Landing, New York. Approximately 200 educators, representatives of community-based organizations and business, and parents from several states attended. The conference featured panel discussions and small-group sessions presented by representatives of 17 programs from throughout the country and emphasized values education (See Attachment A for Conference Program).

The conference opened with a dinner and greetings from Regent Emlyn I. Griffith, of Rome, on Monday evening, followed by a keynote address by William Blakemore, Education Correspondent for "ABC World News Tonight." "Values, the Media, and Entertainment: The Network Effect *vs.* Trash" focused on the distinction between the entertainment value of the media and the information gathering role of the media. Mr. Blakemore presented his perspective on maintaining a balance between giving people what they want and giving them what "authorities" feel people ought to have. Mr. Blakemore described "The Network Effect" as achieving a balance and raising the level of the public understanding. The demand for quality media journalism is being made by the public, and television journalism is responding by offering more quality programs, Mr. Blakemore claimed. But, not unlike education, journalism is never "values free," he added.

The conference continued on Tuesday morning with inspiring remarks by Commissioner Thomas Sobol, followed by a panel discussion on teaching values in our schools, ways to involve parents and community organizations, and increasing understanding to cultural diversity. The panel, composed of prominent educators and representatives of community-based organizations, presented their views on ways to involve all segments of society; family, community-based organizations, and businesses in values education initiatives. They agreed that if we are to create a truly caring environment, we must learn to be pro-

active, not reactive. Conference participants welcomed the ideas of panelists, which provided a positive base for the small-group sessions that followed.

Dr. Arlene Gallagher, Professor of Education, Boston University, Boston, Massachusetts, addressed conference participants during the Tuesday noon luncheon. Dr. Gallagher incorporated fairytales and stories into her presentation, "E Pluribus Unum: Creating A Sense of Community," to reflect the significance of cultural values. She told conference participants that cultural diversity is represented through literature and reading a variety of it gives students a feeling of interconnectedness. Ms. Gallagher stated, "Students begin to develop a growing out of oneself and emerging into society through the experiences offered them in literature."

A theater presentation by the Community Players of the New York State Office of Mental Retardation and Developmental Disabilities related issues of cheating on exams, teen pregnancy, and professionalism in the school to values education through the use of improvisational theater and role playing. The presentations were not designed to offer solutions, but to encourage the audience to think about the issues that were brought forth.

The theme addressed by the closing panel was, "Taking the Next Steps: Implementing Values Education." Panelists representing educators, business leaders, and other representatives of the community focused their message on how they saw their role in taking the next steps, based on what they are currently doing and what they learned at the conference. Panelists highlighted the fact that many schools have already begun their own Values/Caring Community programs, that community-based youth service organizations are eager to be vehicles to help convey values from the school out into the community, and national proposals and grassroots efforts are currently before Congress and state Legislatures to help in these efforts.

Dr. B. David Brooks, President of the Thomas Jefferson Cente,r brought the conference to a close on Wednesday afternoon. In addressing conference participants about the challenge and opportunity of implementing values education, Dr. Brooks stated, "It doesn't matter who starts the movement toward systematic values education in your school or district... what is important is that it gets started... that the discussions begin."

Major sessions were filmed by public television station WMHT (Schenectady, New York) and state government access station NY-SCAN in cooperation with the State Cable Commission and Cable News Network (CNN). Reporters from the weekly television program, *Inside Albany* interviewed several conference presenters and participants for their program which appeared on October 28, 1989, on Channel 17, in the Albany area (See Attachment B for a transcript of this program). *Education Week* was preparing an article about the conference, to appear at the end of November.

Conference participants drafted a "Resolution on Values Education" (Attachment C) to encourage further action by conference participants, State and National organizations, and the general public. Recommendations for further action by conference participants included how the state and local school districts can pursue values education initiatives (Attachment D). A draft bulletin "Taking the Next Steps: Implementing Values Education Policies and Programs" is being prepared to answer some common questions about values education and to offer some suggestions for pursuing values education initiatives (Attachment E). This bulletin will be reviewed by educators, parents, and other representatives of the community for their comments and reactions during this school year.

The values education committee is currently compiling a set of conference proceedings that will include transcripts of several speeches given at the conference and video portions of several sessions and a data base of information on values education programs.

Conference Program

FOUNDATIONS

For Our Future

Values, Youth, and Our Schools

Second Annual National Conference

October 23 - 25, 1989

The Sagamore Hotel and Conference Center
Bolton Landing, New York

The University of the State of New York
The State Education Department
Albany, New York

THE WHITE HOUSE

October 13, 1989

Dear Friends,

It is my great pleasure to send greetings to all attending the second national values education conference, "Foundations for Our Future: Values, Youth, and Our Schools."

George Bush and I are deeply concerned about making sure that all American youngsters -- especially those at risk -- can grow up with a strong sense of the values that have made our country great. Among the most important are a deep respect and concern for the well-being of others and a desire to be of service. The moral obligation to "do unto others" is at the heart of George's Points of Light Initiative, and I know it is an important part of what you hope to impart to our young people.

Thank you so much for caring about the condition of our children's characters, and very best wishes for a productive conference.

Warmly,

Barbara Bush

Sponsors

The Board of Regents of the University of the State of New York/The State Education Department
Law, Youth, and Citizenship Program/New York State Bar Association
National Association of State Boards of Education
National Education Association of New York State/National Educatiion Association
New York State Council of School Superintendents
New York State School Boards Association
New York State United Teachers/ American Federation of Teachers
Thomas Jefferson Center

Conference Goal

Foundations For Our Future: Values, Youth, and Our Schools will provide a national forum for discussing the improvement of the values education of our youth as these values extend beyond the schools into the students' total environment including parents, educators, and business and community leaders.

Conference Program Features

- **Panel discussion by a school, a business, and a community leader about the role each sector plays in extending values education within and beyond schools.**
- **Major working sessions stressing:** Values via Curriculum
  School/Community/Business Partnerships
  Youth Service
- **Small group interactive sessions on all topics.**

MONDAY, OCTOBER 23, 1989

2:00 p.m.-5:00 p.m. Conference Registration (Conference Center Vestibule)
Exhibit Area Opens (Pre-Assembly Area)

6:00 p.m.-7:00 p.m. Reception and Cash Bar (Pre-Assembly Area)

6:30 p.m. Press Conference (Abenia--A Room)

7:00 p.m.-9:30 p.m. **Dinner and Keynote Address** (Bellevue Room)

William Blakemore, Education Correspondent,
"ABC World News Tonight"
"Values, the Media, and Entertainment: The Network Effect vs. Trash"

William Blakemore is the education correspondent for "American Agenda" on "ABC News' World News Tonight with Peter Jennings." "American Agenda" is a nightly segment presenting in-depth examinations of six issues of special concern to Americans. His first report was chosen for showing at a special White House conference on education.

Prior to joining the "American Agenda" reporting team, Mr. Blakemore had covered the Middle East, the Vatican and the Pope's travels, and special assignments in Italy. In 1978 he was named ABC News' Rome Bureau Chief. His special assignments include in-depth reports on addiction and Middle East conflicts and crises.

TUESDAY, OCTOBER 24, 1989

7:00 a.m.-7:45 a.m. Breakfast (Sagamore Dining Room, Main Hotel)

8:00 a.m.-8:30 a.m. **Greetings** (Nirvana Room)

Thomas Sobol, Commissioner, New York State Education Department

8:30 a.m.-10:00 a.m. **Opening Panel Discussion** (Nirvana Room)

Marilyn Braverman, Director of Education,
American Jewish Committee, New York, New York
Harry Hamilton, Professor,
State University of New York at Albany, Albany, New York
Ramona Hoag-Edelin, President,
National Urban Coalition, Silver Springs, Maryland
Thomas E. Lickona, Developmental Psychologist and Professor,
State University of New York at Cortland, Cortland, New York

10:00 a.m.-10:15 a.m. Refreshment Break (Pre-Assembly Area)

10:15 a.m.-11:45 a.m. General Session I

**TEACHING VALUES THROUGH THE CURRICULUM--
An Overview** (Nirvana Room)

"The 4th and 5th Rs: How Schools Can Teach Respect, Responsibility, and Other Moral Values"

An overview of a comprehensive approach to teaching values and fostering good character, including eight components for the classroom and four components for the whole school.

Thomas E. Lickona, Developmental Psychologist and Professor, State University of New York at Cortland, Cortland, New York, Author of *Raising Good Children* and the forthcoming *Teaching Respect and Responsibility*

"Who Says Moral Education, and How Do You Do It?"

This presentation will focus on the current condition of American youth, review which institutions are responsible for moral education of young people, reflect on recent efforts on the part of schools, trace the school's mandate to deal with moral concerns of youth, and suggest specific ways in which the school can affect the ethical values and character of the young.

Kevin A. Ryan, Professor of Education and Director of the Center for the Advancement of Ethics and Character, Boston University, Boston, Massachusetts

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PROFESSIONALISM (Abenia--A Room)

"Creating a True Teaching Profession"

The Rochester City School District is engaged in a comprehensive education

reform effort which includes the Career in Teaching (CIT) Program. The CIT Program aims to improve student performance by enhancing the teaching profession by creating opportunities for teacher leadership by the best practitioners.

Thomas D. Gillett, English Teacher, East Junior-Senior High, Rochester, New York; First Vice-President and Chief Negotiator, Rochester Teachers Association (NYSUT/AFT/AFL-CIO)

SCHOOL CLIMATE (Abenia--B Room)

"Values: A School Climate and Home Approach"

Human Behavior is a function of language. What we say and think is what we are. Although many teachers talk about values, there are few systematic approaches that focus on the language of values, school-wide and in the home. Evidence is emerging that shows that systematic school-wide values and personal and social responsibility programs promote prosocial behavior, enhance collective and individual self-esteem, and discourage anti-social behavior. This presentation will be a "How-To" session.

B. David Brooks, President,
Thomas Jefferson Center, Pasadena, California

COMMUNITY/SCHOOL/BUSINESS PARTNERSHIPS (Evelley Room)

"Civic/Service Clubs' Role in Values Education: Kiwanis International"

America's civic and community service organizations play an important part in support of our schools' essential role in teaching values to our youth. For many years, Kiwanis International has focused on programs aimed at educating our young people in basic values, character development, and responsible citizenship. These programs help youth to achieve self-esteem and reach their maximum potential. Discussions will include how relations between our schools and community organizations can be enhanced.

Anton J. Kaiser, Past President, Kiwanis International, Indianapolis, Indiana

"Values: Fantasy or Reality?"

This presentation will provide an overview of how a community-based group has worked to promote community/school relations. One aspect of their work has been "parent involvement." Since children learn from what we do, the presentation examines what values we are presenting.

Mary Johnston, Education Coordinator, National Urban Coalition,
Silver Springs, Maryland

"Partnerships for Values Education"

The Thomas Jefferson Center is a National Nonprofit Organization which works with schools to promote responsibility and other positive, personal, and civic values. The Center works with service organizations and businesses to advance values education. This presentation will explain how a number of successful values-oriented partnerships were started and sustained with the Center's help.

Claire Robert, East Coast Coordinator, Thomas Jefferson Center,
Orange, Connecticut

continued on page 5

YOUTH PLACED AT RISK (Triuna--A Room)

"Peer Mediation Program--Secondary"

At-Risk students are helped by their participation in a new Peer Mediation program, both as disputants and as mediators. A video dramatization and a high school dispute and mediation process will be presented. A report on a Student Mediation program in place at John Marshall High School, Rochester, New York, will follow. Materials describing the development of the program and forms developed for it will be made available.

Arthur L. Quinn, Teacher and Law Magnet Project Coordinator,
John Marshall High School, Rochester, New York

"Schools--The Parents of the 90s? Programs for Youth at Risk"

The presentation will include a comprehensive review and group discussion of the problems facing young people in today's society caused by a transient population, the breakdown of family and community values, and the loss of stability in the youngsters' lives. It will be followed by a review of the programs and activities that have proven successful in Dade County, Florida. These include the Ready Three Set Go Program, the Career Opportunities Motivated Through Educational Technology (COMET) Program, the Career Lab, and the Students at Risk Program (SARP).

Joyce Hickson, Supervisor for the Department of Crisis Intervention,
Dade County Public Schools, Miami, Florida
Gwendolyn Hines, Lead Principal for Region VI, Dade County Public Schools,
Miami, Florida

PARENTAL INVOLVEMENT (Triuna--B Room)

"Parental Involvement"

The focus of this presentation will be a dialogue concerning high-risk behaviors of students, with an emphasis on teen pregnancy and its relation to values education.

Dr. Robert E. Anastasi, Director, Community of Caring,
Joseph P. Kennedy Jr. Foundation, Washington, D.C.
Dr. Robert A. Kenny, Consultant in Education and Human Development,
Community of Caring, Joseph P. Kennedy Jr. Foundation,
Lexington, Massachusetts
Sister Maureen Joyce, Consultant, Community of Caring,
Joseph P. Kennedy Jr. Foundation, Albany, New York

12:00 p.m. - 1:45 p.m. **Luncheon and Guest Speaker** (Bellevue)

Arlene F. Gallagher, Adjunct Professor, Boston University, Boston, Massachusetts

"E Pluribus Unum: Creating A Sense of Community"

Arlene F. Gallagher is currently an Adjunct Professor at Boston University in Massachusetts. She has been Associate Director for the Law in American Society Foundation in Chicago, Illinois, and Executive Director of the Law in American Society Project in Indiana. She was awarded a one year fellowship by

the National Endowment for the Humanities and received the Distinguished Service Award from the Massachusetts Association for Law-Related Association.

Dr. Gallagher's publications include *Living Together Under the Law: An Elementary Education Law Guide* published by the New York State Bar Association and the New York State Education Department. She serves as Chairperson of the Joint Committee of the Children's Book Council and the National Council for the Social Studies and is the Editor for *Children's Literature and the Social Studies*, a column for the National Council for the Social Studies Journal, Social Studies and the Young Learner.

1:45 p.m.-2:00 p.m. Press Conference (Abenia--A Room)

2:00 p.m. - 3:30 p.m. General Session II

TEACHING VALUES THROUGH THE CURRICULUM-- An Overview (Nirvana)

"The 4th and 5th Rs: How Schools Can Teach Respect, Responsibility, and Other Moral Values"

An overview of a comprehensive approach to teaching values and fostering good character, including eight components for the classroom and four components for the whole school.

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Kevin Ryan, Professor of Education and Director of the Center for the Advancement of Ethics and Character, Boston University, Boston, Massachusetts

TEACHING VALUES IN SCIENCE (Abenia--A Room)

"Teaching Values Through Science: Curriculum and Instructional Approaches"

Recent National and State reports on the crisis in science education have recommended the inclusion of values education in science curriculum and instruction. Participants will engage in a values activity that will serve as an introduction to the values component of New York State science syllabi and to an instructional model for science education developed by the National Center for Improving Science Education.

Paul Kuerbis, Project Director for Curriculum and Instruction, National Center for Improving Science Education, Colorado Springs, Colorado
Carolyn Graham, Associate, Bureau of Science Education, New York State Education Department, Albany, New York

CULTURAL DIVERSITY (Abenia--B Room)

"The Nature of America's New Pluralism"

America is becoming increasingly diverse culturally, linguistically, and religiously. In order to take advantage of this diversity and to build upon its strengths, we need to understand the expanding nature of America's new pluralism. Ms. Braveman will do an ethnic sharing exercise and a sample lesson.

Marilyn Braveman, Director of Education, American Jewish Committee, New York, New York

"A Curriculum of Inclusion"

Harry Hamilton will present the findings of his report for the New York State Education Department entitled "A Curriculum of Inclusion" and will discuss implications for curricular development and the ways by which curriculum influences values.

Harry Hamilton, Professor, State University of New York at Albany, Albany, New York

COMMUNITY/SCHOOL/BUSINESS PARTNERSHIPS (Evelley Room)

"Business Partnerships in Values Education"

The New York City Partnership is a group of leaders of business and other private sector institutions dedicated to improving the social and economic climate of New York City. Partnership projects currently include education, youth employment, housing, and economic development.

James P. Gifford, Senior Vice President, New York City Partnership, New York, New York

"Civic/Service Clubs' Role in Values Education: Kiwanis International"

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The Thomas Jefferson Center is a National Nonprofit Organization which works

with schools to promote responsibility and other positive, personal, and civic values. The Center works with service organizations and businesses to advance values education. This presentation will explain how a number of successful values-oriented partnerships were started and sustained with the Center's help.

Claire Robert, East Coast Coordinator, Thomas Jefferson Center, Orange, Connecticut

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TEACHING VALUES IN OCCUPATIONAL EDUCATION (Triuna--A Room)

The National Council on Vocational Education is a presidentially-selected 17-member council. The council interacts with business and industry in order to develop ideas that will prepare students for what they will face in the work force. Vocational Education can be a career ladder into higher education.

Joyce Winterton, Executive Director, National Council on Vocational Education, Washington, D.C.

TEACHING VALUES IN SOCIAL STUDIES (Triuna--B Room)

"Values Education and Social Studies: You Can't Have One Without the Other"

This session will review the role of values and moral education in the social studies curriculum and discuss current curriculum reform efforts as they relate to values. A classroom lesson illustrating values education in social studies will be demonstrated.

C. Frederick Risinger, Administrator, Social Studies Development Center, Indiana University, Bloomington, Indiana

3:30 p.m.-3:45 p.m. **Refreshment Break** (Pre-Assembly Area)

3:45 p.m. - 5:15 p.m. General Session III

GETTING STARTED (Nirvana)

"Getting Started: How to Implement a Values Education Program"

This presentation will focus on an overview of the "Success Through Accepting Responsibility" (STAR) program. This is a program whichy helps create and maintain a school climate based on students making ethical decisions. Children, school staff, parents, and community members all help in building these skills for more positive self-esteem.

B. David Brooks, President, Thomas Jefferson Center, Pasadena, California
John E. Duff, Assistant Superintendent, Shaler Area School District, Pittsburgh, Pennsylvania
Walter Engle, Principal, Shaler Area School District, Pittsburgh, Pennsylvania

"Values Education: A Decline in Bad Behaviors"

In response to what she saw as a real need in education, Mrs. Peters developed a values program for Chicago schools. Her "Seven Principles of Becoming Young Black Adults" is a program of personal ethics and personalized ethics for Chicago

schools. If students embrace the principles, they will acquire knowledge. Values of self-respect, integrity, perseverance, faith, and purpose are not only transmitted, but celebrated. And, as a result, Mrs. Peters sees a marked decline in bad behaviors in her schools.

Sylvia Peters, Principal, The Dumas School, Chicago, Illinois, (Featured in the Pyramid Films Production of "See Dick and Jane Lie, Cheat, and Steal" shown on PBS television.

TEACHING VALUES IN MATH (Abenia--A Room)

"Hands-On Approaches to Teaching Math"

This presentation will include a review of a sample lesson from the National Urban Coalition's "Family Math Training" program and a hands-on sample program used to involve parents in math activities through games. The cultural components of these programs and the concepts parents impart through the activities they share with their children will be discussed.

Mary Johnston, Education Coordinator, National Urban Coalition, Silver Springs, Maryland

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TEACHING VALUES IN THE ELEMENTARY SCHOOL (Abenia--B Room)

"Making Character Development an Integral Part of Elementary Schooling: Lessons from the Child Development Project"

This uniquely comprehensive and intensive program is designed to foster compassion, fairness, and responsibility in elementary school students. The project has been under way for nine years in two Bay Area districts, one affluent and suburban (San Ramon; 15,000 enrollment) and one urban and heterogeneous (Hayward; 25,000 enrollment). The program fully integrates academic and "prosocial" learning, in the classroom, school, home, and community. A rigorous longitudinal evaluation is showing significant effects on students' classroom behavior, interpersonal skills, and commitment to democratic values. The presentation will use slides and video to show: A) The program, which includes classroom, school-wide, and parent components; B) Evaluation results: the effects on students; and C) The collaborative process used to implement the program and to develop a cooperative school organization.

Eric Schaps, President, Developmental Studies Center; Project Director, The Child Development Project, San Ramon, California

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TEACHING VALUES IN READING AND ENGLISH (Evelley Room)

"Teaching Values Through Literature: A Report on a New Middle School Curriculum"

This presentation reports on the Loving-Well curriculum that is currently being tested in 27 schools. It deals with romance, early sexuality, and the true meaning of relationships.

Kevin Ryan, Professor of Education and Director of the Center for the Advancement of Ethics and Character, Boston University, Boston, Massachusetts

YOUTH PLACED AT RISK (Repeat) (Triuna--A Room)

"Peer Mediation Program -- Secondary"

At-Risk students are helped by their participation in a new Peer Mediation program, both as disputants and as mediators. A video dramatization of a high school dispute and mediation process will be presented. A report on a Student Mediation program in place at John Marshall High School, Rochester, New York, will follow. Materials describing the development of the program and forms developed for it will be made available.

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Joyce Hickson, Supervisor for the Department of Crisis Intervention, Dade County Public Schools, Miami, Florida
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Robert Anastasi, Director, Community of Caring,
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Robert Kenny, Consultant in Education and Human Development, Community of Caring, Joseph P. Kennedy Jr. Foundation, Lexington, Massachusetts
Sister Maureen Joyce, Consultant, Community of Caring, Joseph P. Kennedy Jr. Foundation, Albany, New York

7:00 p.m.-7:45 p.m. Theatre Presentation (Nirvana Room)

Community Players

New York State Office of Mental Retardation and Developmental Disabilities

"The Community Players" are presented by the New York State Office of Mental Retardation and Developmental Disabilities. Their program consists of a group of professionals and other volunteers who use improvisational theater and role playing to educate the community on issues related to developmental disabilities. Other theatrical programs produced by this organization include the "Kids Project" and MAINSTREET. The presentations are not designed to offer solutions, but to encourage the audience to think about a particular issue.

8:00 p.m.-10:00 p.m. **Dinner and Cash Bar** (Bellevue Room)

WEDNESDAY, OCTOBER 25, 1989

7:00 a.m.-7:45 a.m. Breakfast (Sagamore Dining Room)

8:00 a.m.-9:15 a.m. General Session IV

SCHOOL CLIMATE (Nirvana Room)

"Effective School Governance Through Democratic Empowerment"

Students have taken over Kingston High School and guess what? No revolution. Kingston High School's experiment with student empowerment resulted in a committee dominated by students functioning under democratic principles that created an entirely new discipline code which was accepted by the student body, the faculty, and the Board of Education. This code is presently in place and is guiding the school's day-to-day operations.

Citizens Frazier, Brett, Zullo, Avallone, McCaig, Giordano, Clausi, and Cohen, Project C.A.P.A.B.L.E., Kingston City Schools, Kingston, New York

PARENTAL INVOLVEMENT (Abenia--A Room)

"Parental Involvement in Values Education"

This presentation provides an overview of how the Effective Parenting Information for Children (EPIC) program is helping to join the home, school, and community together in one unified effort to educate the whole child. An example of and materials used to recruit and facilitate parent workshops will be presented.

Ken T. Cioffi, Program Coordinator of Effective Parenting Information for Children (EPIC), Albany, New York

"Growing Up Together--EPIC--A Home/School/Community Approach to Creating a Stronger Future Generation of Adults and Parents"

This presentation will provide an informative and experiential introduction to EPIC, a primary prevention program joining all those influences in a child's life in a cooperative effort to create future generations of responsible adults. The workshop will focus on EPIC's parent component and will present new ideas for more effective ways of involving parents in building a strong values system in their children.

Carol G. Lipsky, Vice President of the Downstate Area for Effective Parenting Information for Children (EPIC), Briarcliff, New York

RESEARCH IN VALUES EDUCATION (Abenia--B Room)

"What Research Tells Us About Teaching Values in Our School"

This workshop will present major findings from research on how to teach values effectively to children. The workshop will also offer specific recommendations on programs to implement, based on these findings. Each workshop participant will receive a detailed bibliography supporting the findings cited.

Eric Berger, Assistant Superintendent for Administration, Locust Valley Central School District, Locust Valley, New York

CULTURAL DIVERSITY (Evelley Room)

"The Nature of America's New Pluralism"

America is becoming increasingly diverse culturally, linguistically, and religiously. This presentation will address how to take advantage of this diversity and build upon its strengths by understanding the expanding nature of America's new pluralism.

Marilyn Braveman, Director of Education, American Jewish Committee, New York, New York

"A Curriculum of Inclusion"

Dr. Hamilton will present the findings of his report for the New York State Education Department entitled, *A Curriculum of Inclusion*. What are the implications for curricular development? How does curriculum influence values?

Harry Hamilton, Professor, State University of New York at Albany, Albany, New York

LAW-RELATED EDUCATION FOR ELEMENTARY SCHOOLS (Triuna--A Room)

"Living Together Under the Law: Making Connections Between Values and the Law"

This session will demonstrate activities from *Living Together Under the Law*, a guide for elementary school teachers and administrators. The guide is organized around 10 legal themes such as, "There is a relationship between the values of society and the laws of a society." Each theme is developed through six components: knowledge competencies, motivating activities, learning activities, correlation with social studies, correlation with themes in children's literature, and self-governance activities.

Arlene F. Gallagher, Adjunct Professor, Boston University, Boston, Massachusetts

YOUTH SERVICE INITIATIVES (Triuna--B Room)

"Community Service: A Valued Local Requirement for A High School Diploma"

The presentation will describe one school district's experience in initiating a community service requirement for the attainment of a high school diploma. The presentation will describe the steps involved in initiating the program; the rationale for a community service requirement; gaining staff, student, and

community acceptance; the various aspects of the program itself and a brief history of the effects of the program with descriptions of completed student projects.

Dominic Annacone, Superintendent, Sag Harbor Union Free School District, Sag Harbor, New York

"Democracy's Next Generation: The Importance of Youth Service"

An overview of national youth service legislative proposals and grassroots efforts and their relationships to democratic values.

Donna Hulsizer, Issues Director, People for the American Way, Washington, D.C.

"Connections: Creating Bonds Between School and Community"

This presentation will highlight a multitude of strategies for creating meaningful connections between school and community. Participants who attend the workshop will receive a professionally published manual outlining guidelines for a wide variety of programs and activities.

Jean B. Rose, Teacher, Scotia-Glenville Schools, Scotia, New York

9:15 a.m.-9:30 a.m. Refreshment Break (Pre-Assembly Area)

9:30am - 10:45am General Session V

SCHOOL CLIMATE (Repeat) (Nirvana)

"Effective School Governance Through Democratic Empowerment"

Students have taken over Kingston High School and guess what? No Revolution. Kingston High School's experiment with student empowerment resulted in a committee dominated by students functioning under democratic principles that created an entirely new discipline code which was accepted by the student body, the faculty, and the Board of Education. This code is presently in place and is guiding the school's day-to-day operations.

Citizens Frazier, Brett, Zullo, Avallone, McCaig, Giordano, Clausi, and Cohen, Project C.A.P.A.B.L.E., Kingston City School District, Kingston, New York

PROFESSIONALISM (Abenia--A Room)

"Values and the Professionalization of Teaching"

There are major recommendations to make teaching a profession under law and complementary recommendations to "professionalize" teaching. How will this effect instruction? Will a code of professional discipline change instruction? Will it provide a link to teaching values in our schools?

Antonia C. Cortese, First Vice President, New York State United Teachers, Albany, New York

YOUTH PLACED AT RISK (Triuna--A Room)

"Peer Mediation Program--Secondary"

At-Risk students are helped by their participation in a new Peer Mediation program, both as disputants and as mediators. A video dramatization and a high school dispute and mediation process will be presented. A report on a Student Mediation program in place at John Marshall High School, Rochester, New York, will follow. Materials describing the development of the program and forms developed for it will be made available.

Arthur L. Quinn, Teacher and Law Magnet Project Coordinator, John Marshall High School, Rochester, New York

"Schools--The Parents of the 90s? Program for Youth at Risk"

The presentation will include a comprehensive review and group discussion of the problems facing young people in today's society caused by a transient population, the breakdown of family and community values, and the loss of stability in the youngsters' lives. It will be followed by a review of programs and activities that have proven successful in Dade County, Florida. These include the Ready Three Set Go Program, the Career Opportunities Motivated Through Educational Technology (COMET) program, the Career Lab, and the Students At Risk Program (SARP).

Joyce Hickson, Supervisor for the Department of Crisis Intervention, Dade County Public Schools, Miami, Florida
Gwendolyn Hines, Lead Principal for Region IV, Dade County Public Schools, Miami, Florida

GETTING STARTED (Abenia--B Room)

"Getting Started: How to Implement a Values Education Program"

This presentation will focus on an overview of the "Success Through Accepting Responsibility" (STAR) program. This is a program which helps create and maintain a school climate based on students making ethical decisions. Children, school staff, parents, and community members all help in building these skills for more positive self-esteem.

B. David Brooks, President, Thomas Jefferson Center, Pasadena, California
John E. Duff, Assistant Superintendent, Shaler Area School District, Pittsburgh, Pennsylvania
Walter Engle, Principal, Shaler Area School District, Pittsburgh, Pennsylvania

"Values Education: A Decline in Bad Behavior"

In response to what she saw as a real need in education, the presenter developed a values program for Chicago schools. Her "Seven Principles of becoming Young Black Adults" is a program of personal ethics and personalized ethics for Chicago schools. If students embrace the principles, they will acquire knowledge. Values of self-respect, integrity, perseverance, faith, and purpose are not only transmitted, but celebrated. And, as a result, she sees a marked decline in bad behaviors in her schools.

Sylvia Peters, Principal, The Dumas School, Chicago, Illinois

COMMUNITY/SCHOOL/BUSINESS PARTNERSHIPS (Evelley Room)

"The Role and Potential of Business/Education Partnerships"

Learn the step-by-step process for establishing business/education partnerships as well as the background and rationale behind these partnerships.

Ronnie Kauder, Regional Representative, National Alliance of Business, New Brunswick, New Jersey

YOUTH SERVICE INITIATIVES (Triuna--B Room)

"The Transitional Phases of a Community Service Program"

Briarcliff Manor was one of the first schools to have a community service requirement for graduation. The presentation will discuss the development and implementation of the mandatory school program. The pros and cons and the transitional phases will be shared.

Scott Steinberg, Teacher, Briarcliff Manor School District, Briarcliff, New York

11:00 a.m.-12:00 p.m. **Closing Panel** (Nirvana)

"Values Implementation: Taking the Next Steps"

David Brooks, President, Thomas Jefferson Center, Passadena, California
Anton Kaiser, Past President, Kiwanis International, Indianapolis, Indiana
Sylvia Peters, Principal, The Dumas School, Chicago, Illinois
Louise White, Executive Assistant to the Superintendent, District of Columbia Public Schools, Washington, D.C.

12:15 p.m. - 2:00 p.m. **Luncheon** (Bellevue Room)

2:15 p.m. - 2:30 p.m. **Press Conference** (Abenia--A Room)

EXHIBITORS

Exhibits will be open to provide an opportunity to learn firsthand about the latest programs available in the field of values education. Organizations to be represented in the exhibit area include:

ANOVID, New York, New York

Bicentennial Commission of New York State, Albany, New York

Center for Civic Education, Calabasas, California

Child Development Project, San Ramon, California

Glencoe Publishing Company, Mission Hills, California

Globe Book Company, Englewood Cliffs, New Jersey

Scholastic Magazine, New York, New York

Thomas Jefferson Center, Pasadena, California

Conference Notes

ATTACHMENT B

INSIDE ALBANY
Transcript of October 28, 1989 Program

"Moral Education Makes a Comeback"

HARRY HAMILTON, SUNY Professor: We teach values all the time. There is no such thing as a value-free education, there's no such thing as a value-free activity. And so it is merely a matter of trying to determine which values we are teaching.

HEPP: (voice-over) The teaching of values is making a comeback. It's the response of those who say we live in a time of moral illiteracy. Need any proof? Take a look at the headlines. In politics, in journalism, sports, education, business, and in religion, the news is not good.

THOMAS SOBOL, Education Commissioner: Those are the headline stories. And then when you add to that the countless daily acts with which we're all familiar in one way or another, unhappily, of insensitivity, intolerance, lack of integrity to profess standards, or to one's own identity. All the rest. When you add all of that up, the importance of the questions that we began to raise a year ago and that you are here again to address today is not diminished.

HEPP: (voice-over) A national conference addressed the question of values education this week. One of the prime movers of the push to put values back into the public schools is Board of Regents member Emlyn Griffith. He recalls his time as a school board attorney.

EMLYN GRIFFITH, Regent: And I would ask questions of school board members and superintendents and of teachers as to why there wasn't more emphasis on the values that used to be taught in *McGuffey's Readers*. And many of the other textbooks. And the answer I kept hearing in the 1960s and early 1970s was that, "Well, we're in a value-free mode."

MR. SOBOL: For lots of years, it seems to me, the beginning of the 1960s perhaps, and throughout the last two decades, public schools generally have been very skittish about teaching values, precisely for what kind of reason that you raised. What business is it of ours to impose values on our kids? But you know, the fact is that there are mainstream, I believe, noncontroversial, democratic, civic, ethical values in this society, in this culture, which there is no disagreement about, that the schools should be promoting.

HEPP: (voice-over) Over 100 years ago the schools were promoting values with no apologies. William McGuffey wrote a series of readers that incorporated such lessons. "Do Not Meddle," "Control Your Temper," and "Avow to the Work Ethic," were chapter headings, all designed to stimulate a certain type of behavior. It's a different time now, very different. Statistics certainly bear that out.

THOMAS LICKONA, SUNY Cortland Professor: There's a report that comes out every year by the University of California called "The American Freshman." It simply profiles the values of young people. Twenty years ago the highest personal goal for going to college was public service. Now it's public gain.

The male homicide rate among adolescents has increased more than 400 percent between the 1950s and the 1980s. Suicide, self-destructive behavior of all kinds, has increased dramatically in the last two or three decades. The suicide rate has tripled among teenagers in that period of time. Teenage pregnancy has doubled. The United States has the highest drug abuse rate in the world.

HEPP: (voice-over) Although these problems cut across racial and economic lines, one speaker said research on inner city black and Hispanic kids revealed a common thread relating to values.

RHETT LEWIS, National Urban Coalition: And mainly what they're looking at is a difference in self-esteem. These children don't value their lives. They don't value themselves. And in truth, they have no reason to, from what we teach them. And it's important that we teach them differently if we expect them to behave differently.

HEPP: (voice-over) Black youngsters especially, said Rhett Lewis, are mistaught about their race's contributions to civilization. Judy Barry, the principal of an inner city elementary school in Providence, Rhode Island, sees the results of that miseducation.

JUDY BARRY, Rhode Island Elementary School Principal: I see children graduating from elementary school and becoming drug pushers, becoming prostitutes, at 14 years old, 15 years old, because they have no other hope, they have no other dream. We have to teach our children to have hope, we have to teach our children to dream. And I look at the values education part as part of this.

HEPP: (voice-over) Barry is willing to take on values education, but she's a little frustrated.

MS. BARRY: Many times we feel, "What are the parents doing? What are the churches doing? What are the temples doing? What is being done at home? Do we have to do it all?"

JAMES FINCH, School Superintendent: I feel like yelling out, but there's nobody else to do it.

HEPP: (voice-over) James Finch was reacting to Barry's frustration. He's the superintendent of the school district in western New York, which began a values education program last year.

MR. FINCH: I felt at Sweet Home there was a readiness, and I think it started by — I sent out a survey, asking people if they were interested in this kind of stuff, character development, moral values, this type of thing. And I had many responses. I had 75 responses. So from that—

HEPP: Were you surprised, or—

MR. FINCH: I was very surprised we had that many people.

HEPP: (voice-over) Finch said they put together a broad group of community volunteers to develop a plan. They came up with two general values — respect and responsibility. Other precepts flowed from that. I asked him if there were arguments and controversy along the way.

MR. FINCH: No, it's motherhood, apple pie; it's all of the kinds of things that people want for their children. It's what adults want for each other — respecting each other, things like being honest, having respect for yourself and others, respect for property. All kinds of things like that that are just commonly held values, we felt.

HEPP: (voice-over) Working with Finch was nationally-known expert in moral education, Thomas Lickona. He helped to implement the values throughout Finch's system, not as a separate course, but a schoolwide attitude. Lickona trains teachers, and he wrote a book called *Raising Good Children*. He says if schools don't move into values education, other institutions will have the field to themselves.

MR. LICKONA: But the fact is that the average elementary school child watches 30 hours of TV per week. And a lot of that is part of the rising tide of cultural sleaze. So TV has — they have an enormous impact. I have friends who are kindergarten teachers — I teach early childhood education courses — who will say the children in kindergarten now, they don't say, "You're the fireman, you're the doctor, or the mommy or the daddy," when they go to the housekeeping corner. Rather they act out *Guiding Light*, or whatever soap opera they're watching with their mothers when they wait for the afternoon cartoons to come on. And so they say, "You're pregnant by him, you run away with her, and you get shot."

HEPP: (voice-over) Lickona says children not only develop a distorted view of reality, but they are robbed of their childhood in the process. He urges that the schools return to their traditional role.

MR. LICKONA: The failure to teach values in a systematic, intentional way in the schools is really the deviation of history. It's just a little blip on the historical screen. Moral education is as old as education itself, because forever education had two great goals: to help young people become smart, and to help them become good. Character and intellect were seen as essential.

If you don't train for character, and you train only for intellect, you end up with smart S.O.B.s who are out for number one, and who cut anybody else's throat to get what they want.

HEPP: I expected a lot more controversy than I found at this conference. I think it was about five years too late, but now the political right and the political left seem to agree that there's a need for values education, all because of those headlines.

State Ed. is ready to help. They have a list of values that you can use: honesty, tolerance, respect for yourself and others. And so are a whole array of values merchants. They have booklets, they have videotapes. They're ready to help and they're ready to make a buck.

BANG-JENSEN: Well, Dave, one of our values is punctuality. So that's it for this week on Inside Albany. We'll be back next weekend.

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FURTHER INFORMATION: *Raising Good Children* by Thomas Lickona

Attachment C

RESOLUTION

Participants in the Second Annual National Conference on Values Education agree that a national agenda should be established to help improve moral and ethical behavior in our country. As we move forward to the year 2000 it is critical that our nation of diverse people—Native American, African American, Pacific Island/American, Hispanic American, Caucasian and every other ethnic group that has come to these shores—reaffirm the moral and democratic intent that our forefathers emphasized in the Declaration of Independence, Constitution, and Bill of Rights.

Moral and ethical decay threatens the basic fabric of life in all sectors of our nation. Too many of our children are using violence against other children, too many have unwanted pregnancies, too many are choosing substances that abuse their bodies and rob their minds of the ability to seek "the good life."

To establish this agenda to reemphasize values education and character development in our nation, we petition federal, state, and local governments, and the business community to join the efforts of educators, parents, and students to insure domestic tranquility, peace, prosperity, and equal opportunity. Further, we urge the formation of a task force from participants at the Second National Conference on Values Education to follow through and implement this resolution.

Attachment D

Recommendations by Conference Participants for Pursuing Values Education Initiatives

- Conduct focus groups around New York State; establish an interagency committee representing various department offices on values education; develop a state pilot project with selected schools in cooperation with organizations that will assist them in planning, developing, implementing, and evaluating a comprehensive values education program.

- Discussion, networking; develop a concrete resolution — Make it a national agenda item.

- Develop a resolution and strategies that would result in creating a climate of concern and action at the local, state, and national levels.

- To carry on the issue of values education and to answer districts' and teachers' Xconcern that this is not going to be another added part of the curriculum, but rather an improvement and realization of what is already infused into the curriculum.

- Values and work ethics must be integrated into the curriculum, but before this happens, the attitudes of many present teachers must be changed and prejudices removed.

- Develop an internal task force to establish a network of people statewide interested in promoting values education. Encourage the Board of Regents and the State Education Department to provide ongoing support for values education.

- There are changes that must be made in our schools, yet schools are perhaps the institution most resistant to change. Information, enthusiasm about values education, thinking skills, technology, and new knowledge have no value if they don't reach our schools.

- **LISTEN** to parents, students, teachers, etc.
  MAKE a commitment to the people of New York State that tax dollars will work to improve our fate as a society.
  FOCUS on schools as the vehicle to promote and teach values education.
  SUPPORT school and county efforts to make change.

Appendix E

TAKING THE NEXT STEPS: IMPLEMENTING VALUES EDUCATION POLICIES AND PROGRAMS

Draft

For Discussion Only

November 1989

The University of the State of New York
THE STATE EDUCATION DEPARTMENT

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TAKING THE NEXT STEPS: IMPLEMENTING VALUES EDUCATION POLICIES AND PROGRAMS

INTRODUCTION

Emphasis on teaching positive values in public schools is not a new idea in New York State. Since the early 1950s, the State Board of Regents (of the State of New York) has made clear its concern that basic values be emphasized in the classroom. More recently, the Board of Regents has defined these values: "Each student will respect and practice basic civic values and acquire the skills, knowledge, understanding, and attitudes necessary to participate in democratic self-government. Included are:

> ...***understanding and acceptance of the values of justice, honesty, self-discipline, due process, equality, and majority rule with respect for minority rights;***
>
> ...***respect for self, others, and property as integral to a self-governing democratic society;***
>
> ...***ability to apply reasoning skills and the process of democratic government to resolve societal problems.***"
>
> (Board of Regents, 1982)

The renewed emphasis on values education has sparked a number of initiatives in New York State, including two national conferences, development of a data base, and outreach to schools and districts to inform them of values education resources.

This document has been developed to further assist teachers, principals, parents, school board members, and community representatives in their efforts to build consensus and implement policies and programs on values education. Its goals are to provide:

- responses to commonly-asked questions, such as what is values education, whose values shall be taught, when and how values can be taught, the difference between religious and civic values, and the role of parents; and
- an outline of how to proceed on the premise that districts and individual schools can build community consensus for teaching positive values on the local level.

This document will be revised after review by participants at the second annual national conference on values education "Foundations for Our Future: Values,

Youth, and Our Schools," held October 23-25, 1989 and by others representing the school, home, and community. An evaluation form is included as part of this draft publication. Comments about this document should be directed to:

Carol Anne Stigimeier
Program Manager
New York State Education Department
Room 212 EB
Washington Avenue
Albany, New York 12234

PART I: ANSWERS TO QUESTIONS ABOUT VALUES EDUCATION

What Is Values Education?

Values education, also called character education or (less frequently) moral education, aims to teach young people positive principles and attitudes which will help to guide their thinking and behavior. It addresses such issues as understanding the difference between right and wrong, reflecting on consequences of actions, and developing strategies to make principled decisions. It helps students understand the connection between their personal attitudes, ethics, and choices, and those civic values, such as freedom, equality, and justice that are the basis of good citizenship. It stresses such common-core values as self-esteem, respect for others, tolerance, responsibility, and integrity.

Values education is not to be confused with "values clarification," an educational strategy which was popular in the 1970s. "Values clarification" programs had students examine problems and situations to determine their own reactions and responses, a process that presumedly helped them to develop their own values. In such a procedure, the teacher was to remain a neutral figure, regardless of students' value judgments. "Values clarification" has been criticized because of this value-neutral stance. Values education strategies, in contrast, do teach certain fundamental principles while at the same time helping every student to develop a positive image as well as values-based decision-making and social skills.

Is Values Education a New Idea?

Since the founding years of our country, public schools have been charged with teaching and reinforcing common values. The educational plans advanced by such leaders as Jefferson and Franklin included concern for civic virtue and responsible citizenship. Later, the McGuffey Readers and similar texts provided students with values lessons as they learned to read. Today, educators are reemphasizing values education and renewing a long-standing commitment to this nation's basic principles and ideals.

Why Is There Renewed Interest in Values Education Today?

Values education has recently gained increasing support across the country, with broad agreement among parents, educators, community leaders, business leaders, and political leaders that schools should renew their efforts to teach civic values to their students. Problems that youth experience such as substance crime, teenage pregnancy, school drop-out, and acts of bigotry, prejudice, and thoughtlessness signal trouble among our youth and the need for guidance and reinforcement of values education in their lives. While parents and religious organizations have primary responsibility for values education, the school's role is also crucial, because the school is the one common institution with which young people have daily contact.

Whose Values Will Be Taught?

When school board members and educators decide to reemphasize values education, they are often surprised to discover widespread agreement about the

values that should be stressed. Some of the common-core values include the values inherent in our Constitution and Declaration of Independence and other specific values such as truthfulness; respect for self, others, and the environment; personal and civic responsibility; and service to others. Because each community is different, it may place a different emphasis on these and other values. To determine which values a community will want to emphasize, a school or district should hold forums and other open consultations with the public. This open process of consensus-building will help communities gain the support needed to pursue the development of values education programs and policies. (Part II of this guide contains more information about building consensus.)

Does Values Education Involve Teaching Religion?

Values education should not be confused with either teaching religion or teaching about religion. Values education is based on common principles rooted in the democratic tradition. Though many of these values have roots in Judeo-Christian heritage or in other religions, teaching them is different from teaching religious values. Teaching religion and encouraging expressions of Sectarian belief would be unconstitutional, a violation of the separation of church and state. Teaching about religion and how religious beliefs and religious groups have played important roles in history is a different issue, it is constitutional and its teaching has gained increasing support among educators. But neither of these approaches should be confused with values education, which is entirely separate from sectarian dogmas.

What Is the Role of Parents?

Parents are their children's first teachers; they have a crucial role of modeling and conveying their own values to their children. Schools should not supplant this role but should supplement and reinforce what parents are already doing. Many parents welcome values education in public schools because the schools' efforts support their own efforts. Parents should be involved in the process that the school or district follows to determine how it will teach values.

In addition, parents can be very supportive and helpful if they know what resources may be available in the school to help them expand on what the school is doing. Schools can serve as a resource for parents by providing a forum where parents can learn more about self-esteem, child development, positive discipline, and related subjects. Some school districts organize "schools for parents," others offer parenting workshops through PTA or PTO or communicate with parents through regular newsletters. These efforts to help them help their children are usually welcomed by parents.

Aren't Schools Already Teaching Values?

By the very nature of their existence and purpose, schools teach values. Schools sanction and reward some behavior, while discouraging or punishing other behavior; its structure of authority teaches how decisions are to be made and who is involved or not involved in making them; its curriculum choices, instructional methods, textbooks, and other materials are designed and selected with certain priorities in mind; its grouping practices, scheduling arrangements, and grading systems transmit a set of values to our youth which may convey something positive or negative.

What may be happening, however, is that values education programs may not be as systematic or focused as are other instructional goals, and that more attention needs to be given to how students are learning values.

When and How Should Values Be Taught?

There are many ways to teach students positive values. Some methods include infusing values through the curriculum, through school-wide programs, and through the way the school operates. Some specific curricular methods rely on infusing values throughout the curriculum, others focus on specific instructional time devoted to particular values (How does a particular character in literature show courage? What does respect mean? How can one show courtesy?) Of course, a combination of both infusion and "stand apart" programs can be developed and implemented.

Some educators may be concerned that values education programs will take time away from other subjects in an already crowded school day. In fact, time devoted to values education may allow a teacher to spend less time disciplining students, and more time on teaching.

PART II: WORKING TOWARD CONSENSUS ON VALUES EDUCATION

In our multicultural, multiethnic society, it may appear to be difficult, if not impossible to determine which values should be taught in the public schools. Yet individual schools and communities, and indeed entire states (example: New York in 1982, Maryland in 1979, and New Jersey in 1989), have been able to identify values such as honesty, respect, tolerance, and responsibility, as basic principles that all students should learn and produce. Local and state boards of education have also passed resolutions specifically highlighting their support for values education. The key to successful efforts in identifying common generally accepted values is a broad-based, open process of consultation and consensus building, which brings together diverse members of the community to debate and discuss the need for and the content of values education programs.

Creating a Districtwide Policy and Focus

Initially, the impetus for a districtwide program could come from the school board, the superintendent, teachers, administrators, parents, community members, or officials of a particular school that has already worked on values education and wants to share its experience with other schools in the district.

If the district decides to pursue values education on a districtwide basis, a first step would be to establish a committee on values education. This committee should include people representing all aspects of the school and community within the school district. Each school in the district should have persons on the committee representing parents, teachers, teacher union representatives, administrators, school board members, and other representatives from the community, including business leaders.

In organizing the committee, the board should make clear its responsibilities and goals, which include determining the district's needs in values education based on an analysis of what the district is already doing to promote positive values in students. The committee will need to reach consensus on which civic values to emphasize and examine the adequacy of the current curriculum in terms of how they are being taught.

The committee will meet a number of times throughout the first year. Early in its deliberations, the committee should schedule a panel discussion representing

the school and the community to speak on the issues involved in values education. Drawing on students, educators, interested parents, business leaders, and local experts discussion would address the need for values education. The committee may want to raise questions to direct their discussions, such as:

What kinds of behaviors do we want students to show?

What attitudes lead to positive actions toward others and respect for diversity in the community?

What attitudes lead to school achievement?

What values lead to civic participation?

What attributes will help students find employment and be successful in the workplace?

Such an open forum will provide an opportunity for people who represent all aspects of the school district and the community to voice their opinions and discuss values education. The panel might discuss what values are most important for achievement in school and later employment and how schools can foster responsible citizenship. The questions can help the discussions move from listing problems (students come late, or students lack respect) to discovering solutions (we need to teach young people the importance of being prompt or respectful). This panel format allows for many diverse views to be considered, and provides information the community needs to understand regarding the issues involved in values education. After holding panel discussions and open forums, and having completed some background reading (see resource list for sources of information on values education), the committee should be able to identify those values that have been identified as the values to be emphasized.

These consensus on values to be emphasized will probably be general and broadly defined. It may be helpful, after the committee has done its initial work, to look at lists of values that other communities have developed. This process avoids the possibility of omitting, by oversight, an important principle; it also points out the similarities, as well as the different emphases, that communities have.

Taking Inventory: How Are Values Already Being Taught in the District?

Once a list of values has been made and prioritized, the next step for the committee is to examine how these values are already being addressed in the current curriculum, by supplemental programs and projects, and in the organization and environment of the district's schools. A sample matrix is provided on page 10 to assist the committee in identifying where certain values are being taught in the school.

In order to complete the matrix, the committee should review text books, literature books used by students at each grade level, the presence or absence of honor codes, student councils, student service projects, leadership classes, substance abuse and health education programs, and other aspects of the educational program experience. By taking a close look at the overall program, the committee will discover the strengths and weaknesses of the current program.

Often, a district will discover that it already has an informal values-oriented program or it is doing many things that enhance character development in students. Taking an inventory can create more enthusiasm and momentum for values education and help educators realize that values are part of the district's instructional plan.

On the other hand, the committee may discover that, while values are being taught, there is a lack of systematic focus or uncertainty about goals, causing teachers and parents to feel that "not much is being done." Here, the response is to use the commonly-accepted values that the committee has defined as a goals statement and determine what more needs to be done to attain these goals.

Many curricula, supplemental programs, and special "stand-apart" courses do exist. The next step for the committee is to examine these resources to determine what best meets the needs of the district. Or whether the district needs to begin developing materials of its own to incorporate into the existing curriculum, as well as using materials already developed by others.

This review of alternatives helps the committee to understand the different theoretical approaches to values education and learn about what others have developed to teach values. As the committee considers various alternatives, they should keep in mind the type of training available for teachers, the cost of developing or purchasing curriculum materials, and the ease with which the materials can be used. Care should be taken to follow collective bargaining agreements about the development and introduction of new curricula, and the training that teachers and other school staff may need.

Reports and Decisions

The committee should submit a report to the school board about the need for values education, the alternatives for accomplishing it, and its recommendations. Then the school board should hold open discussions of the committee's report before taking any steps to implement a new policy or program. Once the discussions have taken place, the board should vote on the recommendations and their implementation.

Practical Pointers

The steps outlined above may take as long as a full school year to accomplish. It is important to take the necessary time to seek broad, diverse input so that the recommendations reflect the perspectives of all those involved. Once a district decides to move ahead with a renewed emphasis on values education, it will discover that there are many routes to reach this goal. Determining what's best for a district and how to accomplish its goal can only be determined by those in the community and in the schools. It is important to have this level of involvement not only for purposes of determining priorities, but also because there are practical aspects of every initiative that the school wishes to pursue that must be considered (time, money, and and practicality of implementation alternatives.)

Building-Level Initiatives for Values Education

Individual schools that decide to implement values education programs can follow the same procedures described in the above section on districtwide programs. Because of the smaller size and the smaller number of people to be consulted for a decision, the process may move more quickly for an individual school than for an entire district.

In some areas of the country, school districts have elected to initiate a pilot program in one school and then expand it districtwide. The initial idea may come from the teachers, principals, concerned parents, or community members.

Because national service clubs such as Kiwanis, Rotary, and Lions Clubs have made program commitments to character education, local affiliates may approach the school; if a school is interested in refocusing its values education initiatives, it can in turn receive support from these service organizations or from other community resources.

Of course, the principal, faculty, parents, and other representatives of the community will want to discuss their perceptions of the need for values education and use the same process to decide which values they see as most important to teach in their own school. Following completion of the list of values to be taught, the local committee will undertake an inventory of the presence or absence of values education in the school curriculum, in the school environment, in student activities, and in the other aspects of the school, as described earlier.

Then the school committee will want to consider what changes are necessary, including development of localized materials or addition of supplemental curricula or programs. Again, this will be done by looking at all the alternatives so that the final result will be acceptable to the whole community.

It is possible that an individual school will complete this process and, when it brings its results to the district, spur other schools to move forward in values education. Communication about such initiatives with educators and parents in other schools within the district should take place on a timely, regular basis, not just in the form of a final report, but also in the form of open discussions involving all those in the school and the community.

VALUES INVENTORY MATRIX

Sample List of Values	Curriculum	Literature	Schoolwide Activities	Student Service	Supplemental Programs	Parent Component
Justice						
Honesty						
Self-Discipline						
Due Process						
Equality						
Majority Rule/ Minority Rights						
Respect for Self						
Respect for Others						
Respect for Property						
Reasoning Skills/ Democratic Processes						

(Analysis to be completed for each grade level)

BIBLIOGRAPHY OF MATERIALS ON VALUES EDUCATION

American Federation of Teachers. "Education for Democracy." Washington, D.C., 1987.

American Jewish Committee. "Educating for Diversity: Teaching Values, Cultures and Languages." New York, New York, April 1989.

Association for Supervision and Curriculum Development. "Moral Education in the Life of the School." Alexandria, Virginia, April 1988.

Baltimore County Public Schools. "1984 and Beyond: A Reaffirmation of Values." Towson, Maryland, March 1985.

Kirk, Mary Ann. "The Maryland Experience: A Rededication to Traditional American Values." Rockville, Maryland, 1984.

Maryland State Department of Education. "Report of the State of Maryland Values Education Commission." Baltimore, Maryland, 1983.

National Association of State Boards of Education. "Report from NASBE Study Group on Values." October 1987.

National School Boards Association. "Building Character in the Public Schools." Washington, D.C., 1987.

New York State Education Department. Resource Packet on Teaching Values. Albany, New York, 1989.

New York State Board of Regents Policy Statement. "Values Education." 1982.

Pritchard, Ivor. "Moral Education and Character." U.S. Department of Education. Washington, D.C., September 1988.

SOURCES OF INFORMATION ON VALUES EDUCATION PROGRAMS AND RESOURCES

Tom Berg
American Institute for Character Education
Dimension II Building
8919 Tesoro Drive, Room 220
San Antonio, TX 78217
(800) 284-0499

Quest International
537 Jones Road
Granville, OH 43023
(800) 446-2700

Eric Schaps
Child Development Project
Developmental Studies Center
111 Deerwood Place, Suite 165
San Ramon, CA 94583

Patrick McCarthy
Thomas Jefferson Center
202 South Lake Avenue, Suite 240
Pasadena, CA 91101
(818) 792-8130

Ann Higgins
The Just Community
Harvard University
Graduate School of Education
Appian Way
Cambridge, MA 02138
(617) 495-3515

Eric Mondschein
Law, Youth, and Citizenship Program
New York State Education Department/
New York State Bar Association
One Elk Street
Albany, NY 12207
(518) 474-1460

EVALUATION FORM

Taking the Next Steps: Implementing Values Education

EVALUATION

What is your role in your community or school?

___ Student
___ Parent
___ Teacher
___ Administrator
___ Other School Staff
_____

___ School Board Member
___ Staff of Educational Organization
___ Staff of State Agency
___ College/University Faculty
___ Business Representative
_____

To a Large Extent Not at All

4 ___ ___ 1

1. Does the introductory material clearly state the purpose of the document?

4 3 2 1

_____

_____

_____

_____

2. Does Part I adequately answer the questions you have about values education?

4 3 2 1

_____

_____

_____

_____

3. What other questions should be addressed in Part 1?

_____

_____

_____

_____

To a Large Extent Not at All

4 ___ 1

4. Does Part II provide a clear outline of the process for building a district-wide concensus for values education?

4 3 2 1

5. Does the section on "taking inventory" help you to determne how values are being taught in your district/school?

4 3 2 1

6. How well does the matrix help you to evaluate your current programs?

4 3 2 1

7. Does the section on building level initiatives for values education provide you with adequate guidelines for how to implement values education?

4 3 2 1

8. In general, do you feel that this document will help you to implement values education programs and policies?

4 3 2 1

9. What additions could be made to this document to improve its usefulness for educators, parents, and community members?

4 3 2 1

General Comments

Please return your completed evaluation form to:

Carol Anne Stiglmeier
Program Manager
New York State Education Department
Room 212 Education Building
Washington Avenue
Albany, New York 12234